Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second Grade Module 5: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 5: End-of-Module Assessment** | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | |
| Question | Number and Operations in Base Ten | | | | 2.NBT.7 | | 2.NBT.8 | | 2.NBT.9 | |
| 1 | 1 2 3 4 | | | | X | | X | |  | |
| 2 | 1 2 3 4 | | | | X | | X | |  | |
| 3 | 1 2 3 4 | | | | X | |  | | X | |
| 4 | 1 2 3 4 | | | | X | |  | |  | |
| 5 | 1 2 3 4 | | | | X | |  | | X | |
|  | |  | |  |  |  | |  | |
| Domain  Score | Number and Operations in Base Ten | | | |  |  | |  | |
| Total Points |  | | | |  |  | |  | |
| Level | 4 | | 18-20 points | |  |  | |  | |
| 3 | | 13-17 points | |  |  | |  | |
| 2 | | 8-12 points | |  |  | |  | |
| 1 | | 5-7 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 5: End-of-Module Assessment Task Score Sheet (continued)**

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| End-of-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| Use place value understanding and properties of operations to add and subtract.  **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |